

Education and Learning Directorate

School Improvement Plan (High Level)

2024-2025



NWCC (Secondary)

Date:31.5.24

SCHOOL IMPROVEMENT PLAN 2024 – 2025

School Priority /Improvement Area	Outcomes for Learners/School Community	Key Tasks
<p>Build on our existing practice to become a more inclusive school</p>	<p>All learners will recognise their place within our school and feel a sense of belonging here.</p> <p>Increased attendance levels across the whole school will provide greater opportunities for success in learning.</p> <p>Learners will be supported to identify the most appropriate curriculum experiences and pathways to suit their needs.</p>	<p>School attendance officer to support families whose child's attendance is below 80% and/or at risk of falling below 80%.</p> <p>Develop our Skills Academy to provide a more vocational/skills-based learning experience for individuals and groups of learners.</p> <p>Increase in overall school attendance figures in line with Local Authority average, by positively engaging with young people and families to improve attendance by understanding and removing barriers.</p> <p>Reduce the number of school exclusions in line with Local Authority average by implementing a range of alternatives to exclusion.</p>

Parental and Learner Engagement Opportunities	Linkage to Framework for Inclusion
Attendance support officer building relationships with families to foster improvement engagement and attendance.	Working in partnership with parents and stakeholders to co-create and develop inclusion and inclusive practices to meet the needs of all learners with parental engagement and involvement at all stages. Understanding and responding appropriately to distressed behaviours and the development of positive relationships through the lens of UNCRC.

School Priority /Improvement Area	Outcomes for Learners/School Community	Key Tasks
Raise attainment	Our Learners, with a particular focus upon the 'Middle 60%' and 'Top 20%' of attainment, will consistently achieve in line with (or above) young people from similar backgrounds (Virtual Comparator).	<p>Improve the robustness of tracking, monitoring and interventions in the BGE and Senior phase, including consistency of expectation across subjects.</p> <p>Raising Attainment Teacher will work with school staff and identified individuals and groups to improve outcomes.</p> <p>Improve the quality of teaching and learning across all areas to a rating of 'Good' within 3 years. First step to achieve Satisfactory rating.</p>
Parental and Learner Engagement Opportunities		Linkage to Framework for Inclusion
Working in partnership with parents and carers to improve attendance, the quality and consistency homework and readiness to learn of all learners.		<p>Measuring impact, data-informed planning and evaluation to drive resources development and allocation.</p> <p>Understanding and implementing legislative entitlements and duties, effective identification, support and stage level(1-4) intervention planning processes.</p>

School Priority /Improvement Area	Outcomes for Learners/School Community	Key Tasks
<p>Improve our positive destination rate for school leavers</p>	<p>All NWCC school leavers will leave to an appropriate positive and sustained destination, improving their chances for success in life.</p>	<p>Improve procedures for PTPS engagement with every learner on their caseload at least once per year, with a specific focus upon their aspirations for beyond school.</p> <p>Ensure early intervention from SDS and other appropriate partners to ensure that any potential 'at risk' learners are identified and supported from S2 onwards.</p> <p>Engage with both young people and families to ensure that appropriate learning pathways are in place for learners, from the point of making choices in S2.</p>
Parental and Learner Engagement Opportunities		Linkage to Framework for Inclusion
<p>Parents' evenings and Options parental event Careers events</p> <p>Individual pupil/parent interviews (eg subject choices) Early intervention PTPS interviews with all learners feed into curriculum and positive destination planning</p>		<p>A focus on early intervention & intensive/focussed support as necessary to meet the needs of all learners.</p> <p>Expansion of diverse and inclusive curriculum design, rationale and offer to meet the needs of all learners, including choice/menu of provision/pathways.</p> <p>Environments to support inclusion and learning.</p>